

## EVALUATION OF PROGRESS

10. The plan describes how the district will evaluate the progress and impact of its implementation



## EVALUATION PLAN

As a school district embarks upon developing or evaluating its technology plan, the following questions should be considered by all those who have a stake in the success of the plan:

- Has a reasonable timeline for the implementation of each of the action steps been identified? Does it provide support for a sustained effort (possibly as much as 3-5 years) to allow these interventions to become fully implemented?
- Have sufficient resources been allocated to support the implementation of the plan?
- Have specific individuals or committees/task forces been designated as responsible for monitoring the implementation of the technology plan and for disseminating periodic progress reports to the staff and community?
- Which action steps appear to have been successful? How can the district build on the success of these action steps?
- Which action steps appeared to be promising, but did not fulfill their expectations? How can these steps be most appropriately modified without compromising the goal of achieving the objectives of the school improvement plan?
- Are there any additional action steps that need to be incorporated in the district's technology plan to achieve the objective for improvement?
- Have there been any surprises? If so, what lessons have been learned?

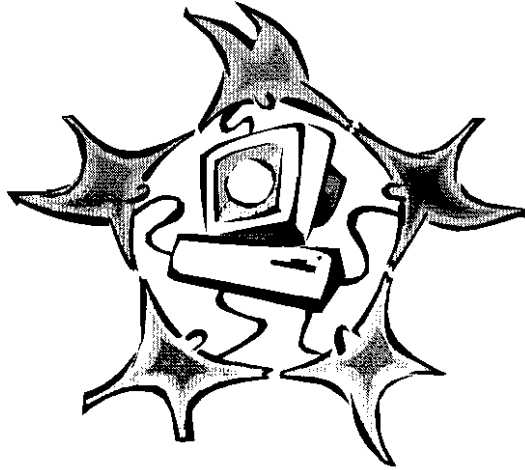
NSSE

The evaluation plan will identify who is responsible for each objective and will address resources, schedule, action steps and any obstacles encountered. The technology committee will be responsible for monitoring and evaluating each objective in the technology plan.

C. D. AB1 School YEAR 2007-2008				
Objective	Accomplishments	Progress Toward Goals	Focus Areas for Improvement	Notes
Expand web site				
Technical support				
Reliable printing				
Internet bandwidth				
Additional software				
Integrated learning system				
Second elementary computer lab				
Community computer education				
Staff development				
Replace outdated technology				
Web based learning				

## ACCEPTABLE USE POLICY

11. The plan describes an Acceptable Use Policy that addresses Internet use



## **Guidelines for use of Computers and the Internet Gobles Public Schools**

The Gobles Public Schools Network (GPSNet) is provided for educational purposes only. Use of GPSNet is a privilege that may be revoked by the administrators of the system at any time for abusive conduct. Such conduct would include, but is not limited to the placing or viewing of unlawful, obscene, abusive or otherwise objectionable information on the system, harassment of others, and the use of obscene, abusive or otherwise objectionable language on the system. Gobles Public Schools will be the sole arbiter of what constitutes obscene, abusive, or objectionable items.

1. The computers, software, and network electronics are to be used for educational purposes. Do not use the computers without a supervising staff member present in the room. Any and all use requires express permission from the supervising staff member. Personal use of the computers should be limited and requires express permission from the supervising staff member.
2. Games are not allowed during school hours. Approved games may be played during non-school hours with express permission from the supervising staff member.
3. User accounts are assigned specifically and uniquely to the person whose name appears on the account. Do not use other people's accounts or allow others to use your account. Keep your account password confidential.
4. Do not download from the local network or Internet or in anyway move, copy or transfer files onto the computer's hard drive, floppy drive or network drive for any reason without express permission from the supervising staff member.
5. Internet access is primarily limited to educational purposes and requires the express permission from the supervising staff member. From time to time, limited high quality self discovery on the Internet may be allowed with express permission from the supervising staff member. Report any and all access to inappropriate content to the supervising staff member immediately.
6. Do not install or use any floppy disk, zip disk, CD-ROM or any other type of removable media without the express permission from the supervising staff member.
7. Do not print any type of document, file, graphic or web page to a local or network printer without the express permission from the supervising staff member. Printing of non-school work should be limited and requires express permission from the supervising staff member.
8. Do not in any way install any software onto the local computer or network drive without express permission from the supervising staff member and the Director of Technology.
9. Each student is allotted a maximum of 10MB of disk space on their network share (Z: drive). Do not exceed your allotted drive space without the express permission from the Director of Technology. Student directories exceeding the maximum allotted size may be deleted without notice.
10. Do not use any messaging or email applications for any reason without the express permission from the supervising staff member. This includes installing any type of instant messaging or notification application.
11. Do not store files or applications on your desktop or in any folders on your desktop. All files are to reside on your network share (Z: drive). You may place shortcuts on your desktop to frequently used files. User profiles exceeding 5MB may be deleted without notice.
12. If there is a question about appropriate use of technology, ask for clarification from the supervising staff member or the Director of Technology prior to use.

## COMMUNICATIONS / PUBLIC RELATIONS

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A description of how the district will communicate plans and progress to the community



The district will communicate technology initiatives to the community, staff, students and others using a variety of methods:

- regular articles in the Homelink
- periodic articles in the Van Buren advertiser
- school announcements
- district web page
- staff meetings
- media releases
- special events

# Gobles Public Schools

## Gobles Board of Education

Rachel Kube .....	President
Lori Smith .....	Vice President
Bonnie Miller .....	Secretary
Mary Jo Kennedy .....	Treasure
Carol Connelly .....	Trustee
Bill Fritz .....	Trustee
Brian Price .....	Trustee

## Administration

Tommie D. Saylor .....	Superintendent
Dr. Donald R. Bradley .....	Middle/High School Principal
Tom Huff .....	Elementary School Principal
Chris Miller .....	Dean of Students/Athletic Director
Stephen King .....	Director of Operations
Cinda Dorrance .....	Director of Curriculum
Daniel P. Hubbell .....	Director of Technology

## Elementary Faculty

Jackie Blackwood	Rachel Henderson	Veronica Pearson
Julie Boes	Kathy Howard	Karen Rambadt
Sue Brown	Steve Jacobsma	Ellen Rebenstorf
Anne Cahow	Karla Koviak	Nancy Scott
Marsha Champion	Deborah Lawrence	Paul Staffer
Donna Chapman	Geanice Miller	Debra Tiller
John Curtis	June Nigg	Judy Uminn
Cathy Doran	Carol O'Connor	Lynn VanFleet
Karen Goldsberry	Kim O'Neil	Pam Westcott
Mary Hafner		

## Secondary Faculty

Dan Armstrong	Anna Halsey	Kelly Lyons
Loriann Austin	Corey Harbaugh	Pat Mullins
Tim Barrone	Nancy Harthorn	John O'Neil
Kelley Benya	Ken Harvey	Michael Potts
Bryl Bowman	Leah Herman	Cheryl Rummery
Carol Brill	Dave Hudson	Steven Schmidt
Carrie Butler	Earl Hyde	Susan Schmidt
Larry Champion	Ann Jacus	Diane Vanderlaan
Minda DeHaven	Julie King	Mary Vanderlaan
Rebecca Drayton	Marc Kline	Tim Weed
Dave Fleaser	Bob Lisowski	Pam Westcott
Chris Fragala	Joan Lueer	Andrea White

## Secretarial

Bonnie Bailey .....	District Office
Sharon Syswerda .....	Bookkeeper
Dawn Smith .....	Operations
Louise Mansfield .....	Middle School/Athletics
Laura Woods .....	High School Office
Barb Ewald .....	High School Office
Gala Rock .....	Elementary School Office

## Hot Lunch Program

Diane Hall	Bryce Kuldlanek	Mary McIlhargie	Carol Miller
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## Aids, Clerks and Recess Supervisors

Bonnie Bair	Steve Hustafa	Doria Selent
Deb Dietrich	Joan Kaylor	Kris Smith
Pat Eichler	Candi Koehn	Diane Stanton
Shari Gay	Deb Koehn	Patsy Wall
Deb Giesbrecht	Anita Ludwig	Kathy Wioskowski
Mary Ann Gladysz	Nancy Lumbert	Sheryl Zaczek
Linda Grybus		

## Operations and Maintenance

Chuck Aernie	Archie Hall	Carol Royal
Cheryl Blackman	Nancy Hall	Loren Vreeman
Wendy Green	Robin Richardson	

## Bus Garage

Edythe Bardocz	Julia Grantham	Barb Stadler
Andi Dalton	Gail Kancauski	Lee Wall
Jim Dover	Cheryle King	Dot Washegesic
Nancy Eaton	Charles Newman	Melissa Sebright



Gobles Public Schools  
District Technology Plan  
4/21/2003

Addendum #1  
Annual Technology Budget

	<b><u>Actual</u></b> <b><u>2002/2003</u></b>	<b><u>Estimated</u></b> <b><u>2003/2004</u></b>
Salary - Director of Technology	\$54,000	\$54,000
Salary - Technology Specialist	\$14,551	\$20,000
Salary - Elementary School Lab Monitor	\$15,000	\$15,000
Salary - Middle/High School Lab Monitor	\$13,265	\$0
Technology Professional Development	\$10,000	\$0
Contracted Services	\$4,000	\$4,000
Computer Maintenance	\$10,600	\$10,600
Technology Replacement Fund	\$60,000	\$0
Computer Software	\$10,600	\$10,600
Ink Cartridges	\$6,400	\$6,400
Internet Access	\$6,000	\$6,000
Software/Hardware Service Contracts	\$15,000	\$15,000
Web Page		
Anti-virus		
Web Filtering		
Support Contracts		

**Gobles Public Schools**  
**District Technology Plan**  
*4/21/2003*

**Addendum #2**  
**Acceptable Use Policy**

Gobles Public Schools filters all HTTP Internet access using a proxy based filter. The filtering software blocks both by list and keyword. The blocked lists are updated daily. Log files are generated for both blocked and accessed sites. The log files are reviewed for inappropriate access each week. Access or attempts to access inappropriate sites trigger an investigation. If warranted, evidence is presented to the building principal who contacts the student's legal guardian and applies discipline according to the student handbook.

FCC Form

479

Approval by OMB

3060-0853

**DO NOT SEND THIS FORM TO THE SCHOOLS AND LIBRARIES  
DIVISION OR TO THE FEDERAL COMMUNICATIONS COMMISSION**

## Schools and Libraries Universal Service

### Certification by Administrative Authority to Billed Entity of Compliance with the Children's Internet Protection Act

Please read instructions before completing.

Estimated Average Burden Hours For First Submission: 15.0 hours

For Subsequent Submissions: 1.5 hours

Administrative Authority's Form Identifier: CIPA

Create your own code to identify THIS Form 479.

(To be completed by the Administrative Authority and provided  
to your Billed Entity)

#### Block 1: Administrative Authority Information

1. Name of Administrative Authority

Gobles Public Schools

2. Funding Year

2004

3. Mailing Address and Contact Information for Administrative Authority

Street Address, P. O. Box or Route Number

City

State

Zip Code

409 N. State St

Gobles

MI

49055

Name of Contact Person

10-Digit Telephone Number

Fax Number

E-mail Address

Amy Christman

(269) 628-5614

ahristman@gobles.org

This form is applicable only for funding years beginning July 1, 2001 or later.

Persons willfully making false statements on this form can be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. Secs. 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. Sec. 1001.

NOTICE: The collection of information stems from the Commission's authority under Section 254 of the Communications Act of 1934, as amended, 47 U.S.C. § 254. The data in the form will be used to inform the Billed Entity of the status of compliance with the Children's Internet Protection Act.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

The FCC is authorized under the Communications Act of 1934, as amended, to collect the information requested in this form. The information you provide will be used to determine whether approving the application of your Billed Entity is in the public interest. If we believe there may be a violation or potential violation of an FCC statute, regulation, rule or order, your form may be referred to the federal, state, or local agency responsible for investigating, prosecuting, enforcing or implementing the statute, rule, regulation or order. In certain cases, the information in your form may be disclosed to the Department of Justice or a court or adjudicative body when (a) the FCC; or (b) any employee of the FCC; or (c) the United States Government, is a party in a proceeding before the body or has an interest in the proceeding. In addition, consistent with the Communications Act of 1934, FCC regulations and orders, the Freedom of Information Act, 5 U.S.C. § 552, or other applicable law, information provided in or submitted with this form or in response to subsequent inquiries may be disclosed to the public.

If you do not provide the information requested on the form, the Billed Entity will be unable to complete the FCC Form 486.

The foregoing Notice is required by the Paperwork Reduction Act of 1995, Pub. L. No. 104-13, 44 U.S.C. § 3501, *et seq.*

Public reporting burden for this collection of information is estimated to average 15.0 hours for the first submission and 1.5 hours for subsequent submissions, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, completing, and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the reporting burden, to the Federal Communications Commission, Performance Evaluation and Records Management, Washington, D.C. 20554.

Name of Administrative Authority Gobles Public Schools Administrative Authority's Form Identifier CIPA

Name of Contact Person Amy Christman Telephone Number (269) 628-5614

## Block 2: Certifications and Signature

4. I am the Administrative Authority for one or more schools or libraries for which Universal Service Support Mechanism discounts have been requested or approved for eligible services. The Administrative Authority must make the required certification(s) for the purposes of the Children's Internet Protection Act (CIPA) in order to receive discounted services.
5. I recognize that I may be audited pursuant to this form and will retain for five years any and all records that I rely upon to complete this form.
6. I certify that as of the date of the start of discounted services:

a ☒ the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).

b ☐ pursuant to the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments:

(FOR SCHOOLS and FOR LIBRARIES IN THE FIRST FUNDING YEAR FOR PURPOSES OF CIPA) is (are) undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA for the next funding year, but has (have) not completed all requirements of CIPA for this funding year.

(FOR FUNDING YEAR 2003 ONLY: FOR LIBRARIES IN THE SECOND OR THIRD FUNDING YEAR FOR PURPOSES OF CIPA) is (are) in compliance with the requirements of CIPA under at 47 U.S.C. § 254(l) and undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA under 47 U.S.C. § 254(h) for the next funding year.

c ☐ the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), does not apply because the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments is (are) receiving discount services only for telecommunications services.

CIPA Waiver. Check the box below if you are requesting a waiver of CIPA requirements for the Second Funding Year after April 20, 2001 in which the recipients of service under your administrative authority have applied for discounts:

d ☐ I am providing notification that, as of the date of the start of discounted services, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of the Third Funding Year after April 20, 2001 in which they apply for discounts.

CIPA WAIVER FOR LIBRARIES FOR FUNDING YEAR 2004. Check the box below if you are requesting a waiver of CIPA requirements for the library(ies) under your administrative authority that have applied for discounts for Funding Year 2004:

e ☐ I am providing notification that, as of the date of the start of discounted services in Funding Year 2004, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the library(ies) under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of Funding Year 2005.

The certification language above is not intended to fully set forth or explain all the requirements of the statute.

7. Signature of Authorized Person

8. Date

July 1, 2004

9. Printed Name of Authorized Person

Amy Christman

10. Title or Position of Authorized Person

Director of Operations

11. Telephone Number of Authorized Person

(269) 628-5614

A paper copy of this form, with an original signature in Block 2, Item 7, must be mailed or delivered to your Billed Entity.

FCC Form

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Approval by OMB

3060-0853

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1. Name of Administrative Authority

Gobles Public Schools

2. Funding Year

2005

3. Mailing Address and Contact Information for Administrative Authority

Street Address, P. O. Box or Route Number

City

State

Zip Code

409 N. State St

Gobles

MI

49055

Name of Contact Person

10-Digit Telephone Number

Fax Number

E-mail Address

Amy Christman

(269) 628-5614

ahristman@gobles.org

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Name of Administrative Authority Gobles Public Schools Administrative Authority's Form Identifier CIPA

Name of Contact Person Amy Christman Telephone Number (269) 628-5614

## Block 2: Certifications and Signature

4. I am the Administrative Authority for one or more schools or libraries for which Universal Service Support Mechanism discounts have been requested or approved for eligible services. The Administrative Authority must make the required certification(s) for the purposes of the Children's Internet Protection Act (CIPA) in order to receive discounted services.
5. I recognize that I may be audited pursuant to this form and will retain for five years any and all records that I rely upon to complete this form.
6. I certify that as of the date of the start of discounted services:

- a ☒ the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).
- b ☐ pursuant to the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments:

(FOR SCHOOLS and FOR LIBRARIES IN THE FIRST FUNDING YEAR FOR PURPOSES OF CIPA) is (are) undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA for the next funding year, but has (have) not completed all requirements of CIPA for this funding year.

(FOR FUNDING YEAR 2003 ONLY: FOR LIBRARIES IN THE SECOND OR THIRD FUNDING YEAR FOR PURPOSES OF CIPA) is (are) in compliance with the requirements of CIPA under at 47 U.S.C. § 254(l) and undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA under 47 U.S.C. § 254(h) for the next funding year.

- c ☐ the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), does not apply because the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments is (are) receiving discount services only for telecommunications services.

CIPA Waiver. Check the box below if you are requesting a waiver of CIPA requirements for the Second Funding Year after April 20, 2001 in which the recipients of service under your administrative authority have applied for discounts:

- d ☐ I am providing notification that, as of the date of the start of discounted services, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of the Third Funding Year after April 20, 2001 in which they apply for discounts.

CIPA WAIVER FOR LIBRARIES FOR FUNDING YEAR 2004. Check the box below if you are requesting a waiver of CIPA requirements for the library(ies) under your administrative authority that have applied for discounts for Funding Year 2004:

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The certification language above is not intended to fully set forth or explain all the requirements of the statute.

7. Signature of Authorized Person

*Amy Christman*

8. Date

July 1, 2005

9. Printed Name of Authorized Person

Amy Christman

10. Title or Position of Authorized Person

Director of Operations

11. Telephone Number of Authorized Person

(269) 628-5614

A paper copy of this form, with an original signature in Block 2, Item 7, must be mailed or delivered to your Billed Entity.

## Van Buren Intermediate School District

District Number: 80110

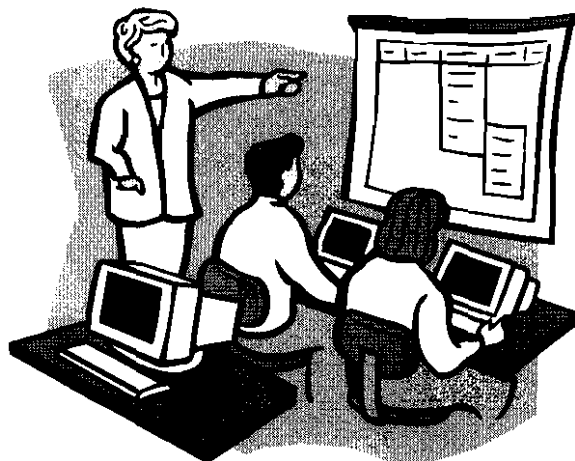
409 North State Street

P.O. Box 412

Gobles, MI 49055

(269) 628-5618

District Technology Plan  
July 1st, 2004 – June 30th, 2005



*Please forward any questions to:*

Daniel Hubbell  
Director of Technology  
(269) 628-5618 Tel  
(269) 628-5306 Fax  
[dhubbell@gobles.org](mailto:dhubbell@gobles.org)

<http://www.gobles.org/technology/techplan>

District: Gobles Public Schools  
 Address: 409 North State Street  
 P.O. Box 412  
 Gobles, MI 49055  
 Contact: Daniel P. Hubbell, Director of Technology  
 Phone: (269) 628-5618 ext. 2102  
 Fax: (269) 628-5306 Email: [dhubbell@gobles.org](mailto:dhubbell@gobles.org)

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Visit us at: <http://www.gobles.org>



## DISTRICT MISSION STATEMENT

Gobles Public Schools, a partnership of parents, staff, students and community is committed to providing a safe and nurturing environment in which every student will have the opportunity to learn. We will develop in our students the knowledge, skills, responsibility, positive self-concepts and desire for quality that are needed to succeed in our changing society.

## DISTRICT VISION

It is our desire to provide well balanced educational opportunities that are highly respected by everyone due to the quality of programs, diverse services, and efficient use of tax dollars and appearance of the physical facilities.

***Gobles Elementary School***  
*409 North State Street*  
*Gobles, MI 49055*  
*Phone (269) 628-2131*



***Gobles Middle/High School***  
*409 North State Street*  
*Gobles, MI 49055*  
*Phone (269) 628-2113*

## DISTRICT PROFILE

Gobles Public Schools serves a district of 39 square miles including the City of Gobles and rural areas of about 8000 in population. The City of Gobles is located 15 miles northwest of Kalamazoo, Michigan.

The district serves approximately 1050 students with a K-12 program. The curriculum is comprehensive, with over 50 distinct courses being offered in the high school. The Van Buren Vocational Technical Center offers 26 career oriented programs for juniors and seniors.

The school district employs over 110 people including approximately 60 teachers. The elementary school building contains grades K-6 and the middle/high school building includes grades 7-12.

## BACKGROUND OF TECHNOLOGY PLANNING INITIATIVE

Gobles Public Schools first technology plan was developed in 1993 as part of the districts five-year plan. Technology issues addressed in this five-year plan included:

- expanding science and math electives
- adding more computers
- networking the district's computers
- researching a Technology Coordinator position

The school districts five-year plan was revised and expanded in early 1997 and additional technology issues were addressed. In the fall of 1997 a five-year technology plan was developed. This plan incorporated and expanded

upon the previously identified technology issues. The major goals of that plan were:

- add district wide Local Area Network including a dedicated Internet server
- add two special purpose and one open computer labs in the middle/high school
- add one open computer lab in the elementary school
- supply five computers in every classroom
- provide computer training for teachers
- integrate new technology into existing K-12 curriculum
- strengthen math and science programs
- provide and equip new modern science labs
- expand computer course curriculum
- open computer lab to community after hours and weekends
- offer computer education to the community

The technology plan was revised again in the spring of 2001. The plan continued to build on the previous foundations and incorporated the following goals:

- explore adding a distance learning system
- increase Internet bandwidth to accommodate classroom needs
- finish adding large screen data monitors and VCRs to the middle/high school building
- finish bi-directional video system
- add a computer/mobile wireless lab
- provide additional software for all subject areas
- ensure reliable printing available in all classrooms
- investigate network capable copy machines
- continue providing computer training for staff
- provide curriculum technology integration training for staff
- integrate technology into curriculum
- expand computer course curriculum
- expand web site offerings
- provide proper technical support structure

## GOALS FOR STUDENTS

### DISTRICT TECHNOLOGY VISION

Every student has convenient and open access to a variety of technological devices designed to enhance the student's ability to acquire knowledge and use that knowledge in a meaningful way. The Gobles Public Schools and surrounding community will ensure that every student has access to technology that best meets his/her needs within each curricular area so that they will be well prepared for future life opportunities and challenges.

### MAJOR GOALS OF THE TECHNOLOGY PLAN

- integrate new distance learning lab into curriculum and instruction
- integrate new bi-directional video system into curriculum and instruction
- continue providing high quality professional development opportunities for staff
- provide curriculum technology integration professional development for staff
- continue technology integration into curriculum
- increase Internet bandwidth to accommodate classroom and distance learning needs
- expand computer course curriculum
- continue expanding web site offerings
- provide high quality technical support to staff and students
- improve technical support and inventory record keeping

### Goals for Teachers and Students

- all teachers will improve their basic computer usage skills according to their individual professional development plan

- all teachers will learn to create and use technology integrated lessons and projects in the classroom
- all students will graduate from Gobles Public Schools proficient in the basic use of technology
- all students will routinely use technology in their learning

#### Goals for Administrators and Support Staff

- administrators will utilize technology tools to more efficiently carry out their daily duties
- administrators will aggressively pursue to use of research supported instructional practices by every teacher in every classroom
- support staff will utilize technology tools to more efficiently carry out their daily duties
- support staff will have high quality professional development opportunities available to learn how to use district technology tools

#### Evaluation

The district technology committee will monitor and evaluate the implementation of the technology plan on a periodic basis throughout the school year. A survey of staff and students may be conducted prior to the periodic evaluations. The technology committee will make a recommendation to establish a technology plan committee to revise the technology plan as needed. The technology plan will be revised once every five years at a minimum.

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#### CURRICULUM INTEGRATION

Curriculum can be defined as a set of learning standards, outcomes, and/or objectives to be attained through the course of study. Curriculum is the material you want to teach. There are numerous teaching methods or strategies that can be used to deliver a defined curriculum. Improving academic performance is not just a matter of changing the curriculum. It also requires changes in the methods and strategies used to present the curriculum.

Technology standards specifying what students should know and be able to do, as they progress through stages of schooling, are important in fostering their development; and the skills derived from these standards are valuable to our society at large for students, educators, parents, policy-makers, employers, and providers of goods and services. Technology is a useful and often necessary tool in almost all walks of life today. Being able to effectively use technology can make the difference between success and possibly failure in employment, education, and personal endeavors.

There are two primary objectives concerning technology and education. The first is truly a curriculum integration issue and consists of the development of technology related skills. The second objective is more related to teaching methods and is concerned with using technology as a tool during the instructional process.

Gobles Public Schools has several major initiatives in progress regarding technology, curriculum integration, and improving the presentation of curriculum to students.

- Annual curriculum revision includes a review of available hardware and software and how it can be effectively used to enhance student learning.
- K-12 technology curriculum is being revised to incorporate the National Educational Technology Standards (NETS).
- Technology curriculum will be folded into the general curriculum requiring technology skills to be taught as an integral part of the general curriculum.
- Building principals are charged with the responsibility of developing instructional practice expectations and constant monitoring that the expectations are being met.
- On going staff professional development in the general use of technology.
- On going staff professional development in instructional strategies that provide student-centered and authentic learning.
- Improved analysis of assessment data to determine the effectiveness of curriculum and instructional practices.

The school district has a great deal of instructional technology available to staff and students. Each teacher is provided with extensive ongoing professional development opportunities on available equipment and various technology skills. Each teacher, in conjunction with their building principal, develops an annual goal that focuses on instructional practices. Each administrator in conjunction with the board of education annually develops two special projects. The director of technology and building principal projects often focus on curriculum development, instructional practices, and technology. Administrators attend conferences and workshops aimed at instructional practices, curriculum development, and technology.

Each classroom has the following technology tools:

- At least five networked multimedia computers
- The teachers computer has a DVD drive and is shared with students
- Network printer
- TV/Data monitor with VCR or DVD/VCR player connected to the teacher computer
- High speed Internet access
- Cable TV
- Telephone

The elementary school has 5 additional general purpose computers in the media center and two computer labs with 30 computers in each lab.

The middle/high school has 12 additional computers in the media center and four computer labs equipped with 30 computers each.

The school district also has a state of the art distance learning room and a video broadcast studio and video editing equipment.

Several classrooms and computer labs are equipped with a multimedia Data Projector and sound system connected to the teacher's computer.

Most elementary classrooms are equipped with field sound systems with wireless microphones

Each Teacher has and uses the following tools:

- E-mail and voicemail
- Electronic grade book and attendance
- Online work orders, purchase requisitions, and facility scheduling
- A variety of educational software tools

Additional tools available to classrooms, teachers, and students:

- 16 computer wireless laptop cart
- Individual laptop computers circulated from the media center
- Numerous digital cameras, digital video cameras, and regular video cameras circulated from the media center
- Cart mounted computers with video data projector available for checkout
- Cart mounted computers with CD/DVD burner available for checkout
- Streaming video content is available from both United Streaming and AIMS

An online collaboration tool is available to all teachers for use with their classes. The software provides methods for posting course documents such as syllabus and lesson plans. Homework and other assignments along with other events can be posted and view from a calendar interface. Discussion forums and email lists can be created and maintained. Instructional content can be presented along with tests and quizzes. The software essentially provides a collaboration and communication center for each class.

The school district has invested heavily in both administrative and instructional software. Two network based

comprehensive learning systems are used to augment core content delivery and assessment. These systems are also extensively used for remedial and accelerated activities. Extensive reporting capabilities provide real-time feedback and assessment data. Classes are scheduled in a computer lab on a regular basis to utilize the learning systems. The software can also be accessed from individual classrooms.

Several assistive technologies such as text readers, scanners, and special purpose keyboards are used to meet the needs of our special needs population. The elementary school utilizes a Taylor Visagraph device to identify eye coordination and muscular anomalies early on in the reading process. Several reading enhancement programs such as Accelerated Reader and Reading Plus are used on a regular basis.

### **STUDENT ACHIEVEMENT**

Although the guidelines for an educational technology plan often focus on the integration of technology into curriculum that is not the focus of our plan. We are not rewriting curriculum to force the use of technology. Our plan focuses on including technology skills, as defined by NETS, into our existing K-12 curriculum. We are also rising the expectations that teachers will use research supported instructional practices and strategies on a regular basis to deliver that curriculum.

These strategies include but are not limited to:

- student-centered approaches to learning
- collaborative work
- inquiry based learning
- multi-sensory stimulation
- authentic context

An example of this type of teaching/learning is a 6th grade class studying animals and their habitats. Traditional instructional practices involve the teacher presenting the material, students writing a research paper and then taking a quiz. Our 6th grade students, however, take a different approach. Students break into teams of 3-4 students each. Each team researches several animals including an endangered species. The teacher provides specific attributes such as food, habitat, etc. for the students to research. The students research their animals from a variety of resources such as library, Internet, and interviews. Each group develops multimedia presentations of their findings and makes a presentation to the other groups. The other groups use an assessment rubric and assess the presentation. Sometimes the presentations are posted to our website or are available for viewing during parent teacher conferences.

### **TECHNOLOGY DELIVERY**

There are several methods of delivery of specialized curricula being used or planned for use in the near future. Streaming video content is currently used by numerous teachers as part of their daily instruction. We are currently using United Streaming and AIMS to deliver streaming video content. Each year several students take advantage of specialized courses offered through the Michigan Virtual University and/or local community colleges. Starting this year classrooms will be participating in virtual field trips related to their instruction. Each classroom teacher is encouraged to participate in at least one virtual field trip this year. Several of the superintendents and technology directors of smaller school districts have been working on a consortium to provide distance learning content. Each school district would provide a unique class via video conference that is not offered in the other districts. This would improve the course offerings of each of the participating districts.

### **PARENTAL COMMUNICATIONS & COMMUNITY RELATIONS**

This technology plan was developed in its entirety by a committee of administrators, teachers, support staff, and community members. The committee is responsible for the long term maintenance of the plan. The plan was approved by the board of education and is posted on the district website. Copies of the technology plan can be obtained from the superintendent's office.

There are several means of communications between the school and community available. All administrators, teachers, and most support staff have email addresses which they are required to check on a daily basis. All teachers have a telephone with voicemail in their classroom. The school website was developed using a content management system that allows for the real-time posting of articles, events, and other information. The website also supports the

posting of questionnaires and polls. Each building operates a video bulletin board that displays announcement on common area TV's. Building principals hold staff meetings a monthly basis at a minimum. The school district publishes a monthly newsletter that is delivered to every household in the community. The school provides online collaboration software that supports discussion forums, email lists, announcements, and other information. An automated telephone attendant provides lunch menu and athletic event information to the community.

The district will communicate technology initiatives to the community, staff, students and others using a variety of methods:

- regular articles in the Homelink
- periodic articles in the Van Buren advertiser
- school announcements
- district web page
- staff meetings
- media releases
- special events

### **COLLABORATION**

- There are no adult literacy providers in the community.
- Community computer classes are offered on basic computer literacy, word processing, Internet use, spreadsheets and other areas as requested.
- College credit classes through the distance learning system will be available when justified by sufficient interest.
- A survey of local businesses is periodically conducted to determine the desire for computer classes directed toward business needs.

## **TECHNOLOGY PROFESSIONAL DEVELOPMENT**

### **PROFESSIONAL DEVELOPMENT**

With the addition of computers and other technologies into our schools we have created an enormous need for technology related professional development. We believe that high quality technology professional development is essential to the successful implementation of our educational program. Currently a wide variety of skill levels exist not only in the basic usage of technology but also with the effective application of technology in instructional practices. Our plan strives to advance all staff members in their knowledge of and ability to use technology.

All staff members (teachers, administrators, and support staff) are afforded opportunities to participate in workshops and seminars designed to enhance technology literacy. Each staff member has an Individualized Learning Plan that specifies the type and depth of training needed for the grades and subjects taught by the staff member.

The following are major goals and accomplishments of ongoing technology professional development:

- increase knowledge and abilities in using technology and strive to meet the NETS standards for technology literacy for all staff members (ongoing)
- conduct assisted surveys and develop individualized learning plans to identify and address areas of focus (started 2000, completed 2001)
- participation by the elementary school during the 2000 Ameritech Technology Academy (2000)
- continue small group training sessions
- Small group sessions focus on specific areas of interest and need. All teaching staff will receive a minimum of 12 hours of small group technology training each year.
- continue mini training sessions before and after school  
*These sessions are offered for a variety of topics such as using the digital camera, scanning a document, etc*
- participation by the middle/high school during the summer 2001 Ameritech Technology Academy (2001)
- dedicate at least two of the scheduled professional development days to technology professional

- development each school year (started 2002)
- require professional development in the area of curriculum integration for all teaching staff (2004-2008)
- provide hands on professional development to create technology integrated lessons and projects (2004-2008)
- focus professional development on individual subject areas and grade level training
- continue offering technology training through KRESA and VBISD  
*Opportunities may also be offered through Michigan Virtual University, Michigan State extensions, distance learning lab, and other online sources*
- create a budget that will facilitate a high quality professional development program (2004)

### **SUPPORTING RESOURCES**

The school district encourages technology professional development and the ongoing use of technology both instructionally and administratively through a number of policies and resources. The district long range plan addresses technology issues in several of its cornerstone statements. One of the cornerstone statements is "Continue Integration of Computer Technology." The cornerstone statements and related technology issues are as follows:

- Expand Educational Programs and Services  
This cornerstone addresses:
  - monitoring and analysis of student academic performance data
  - possible distance learning classes
- Continue Integration of Computer Technology
  - curriculum integration
  - professional development
  - instructional practices
  - assessment
  - long term hardware and software replacement
- Create, Expand and Improve Communications
  - online resource scheduling
  - online work orders, purchase requisitions
  - webpage, community calendar

All staff has a custom portal page assigned as their default webpage. The staff portal page provides access to a variety of resources such as instructions, manuals, FAQ's, useful links and much more. Technology support requests are processed through an online form and are often addressed within one hour. The help desk uses remote control software to address simple problems immediately. We subscribe to a training service that provides computer skill training manuals that are available to all staff. We have purchase several general computer skills training packages that are available online. We subscribe to several computer and technology magazines. We maintain a fairly extensive library of computer technology and curriculum related books.

## INFRASTRUCTURE

### **INFRASTRUCTURE NEEDS/TECHNICAL SPECIFICATIONS AND DESIGN**

Through previous technology planning, various grants, and two community supported building projects, the school district has built a comprehensive, modern and sophisticated technology infrastructure. The infrastructure and associated technologies include:

- 100 Megabit switched Ethernet network with Gigabit fiber optic backbone between switch stacks
- hardware based stateful packet inspection firewall solution
- network connections in all classrooms and office space
- electrical power upgrades in all classrooms adequate for computer usage
- at least five computers in most classrooms
- computers in all office areas
- two open computer labs in the elementary school
- two special purpose computer labs and two open computer labs in the middle/high school
- distance learning room
- computer work areas available in both the elementary and middle/high school libraries
- networked printers in all classrooms and office areas
- several scanners available throughout the buildings
- several digital cameras and video cameras available for checkout from the libraries
- several laptop computers available for checkout from the libraries
- wireless laptop cart available for echeckout
- video projection and sound system installed in several classrooms
- video projection equipment available for checkout in each building
- Gateway Destination presentation system available in each building
- dedicated electronic messaging server
- dedicated Internet server
- several dedicated application and file servers
- T1 Internet access
- internet filtering and virus protection software
- integrated learning software for core subject areas
- telephone system with extensions and voicemail in all classrooms
- computerized student database system with online real-time attendance
- centralized computer based grade book management system
- large screen data monitors and VCR and/or DVD player in all classrooms
- video broadcast studio and video editing lab
- school wide video network with video origination capabilities from every classroom
- modern science labs in the middle school and high school
- many, many, many different software applications

Several years ago the school district implemented a technology replacement policy that has ensured the continued replacement and upgrade of existing technologies. All computers are at least Pentium III class machines running Windows XP and Office XP or better. Better then 80% of the existing computers are 1600 MHz Pentium 4 or better. Servers, printers, projectors, other equipment, and system software evaluated to determine serviceability on an annual basis. Classroom software is evaluated as part of the annual curriculum review process and is purchased accordingly.

Gobles Public School district has a complete, modern, and comprehensive technology infrastructure along with a multitude of technology tools and software available to the classroom teacher. The school district has very few plans for the acquisition of additional hardware or software at this time. Our focus is on improving instructional practices and effectively using existing technology.

There are a few areas under consideration for infrastructure enhancement:



- **VPN authentication server**  
This device would allow staff and eventually students to connect to the school network from home
- **Wireless infrastructure**  
A series of wireless access points providing broad wireless network access. This technology would only be pursued if student laptop accessibility was to approach a 1:1 ratio.
- **Improved Internet bandwidth**  
While the current bandwidth has been sufficient, the increased use of general Internet applications and the continued use of streaming audio and video will cause degradation in all of these services. The district added a dedicated T1 circuit configured as ISDN lines to service the distance learning room. Half of this bandwidth may be diverted to IP services in the future. This would require additional hardware and month-to-month service fees.

### **SUPPORTING RESOURCES**

The school district understands the need for technology resources support and has planned for and budgeted for an extensive system of support resources. The following list of goals describes the technology support plan for the school district:

- The district will employ sufficient technology support staff to assist with software and hardware support and training issues.
- The district will maintain subscriptions to various technology magazines and journals as deemed appropriate at the time.
- The district will provide filtered Internet access to all computers connected to the network.
- The district will maintain appropriate technical support contracts with hardware and software providers as needed.
- The district will maintain relationships with outside vendors to continue with software and hardware support as required.
- The district will provide ongoing support through in-service training, seminars, and off-site workshops.
- Individual Staff Professional Development Plans will provide necessary training so that staff members will be able to effectively use the technology.
- The District Technology Committee will serve as the primary planning and review body for the District Technology Plan.
- The Gobles Public Schools web page will be developed and maintained as a resource for teachers, students and community members.
- A Gobles Links page containing links to a variety of educational web sites will be maintained. Links will also be maintained for specific classes as requested.
- Software will be purchased and maintained for all curricular areas as needed.
- Computers and other technology hardware will be properly maintained and a replacement schedule will be followed.
- Printer ink and toner cartridges will be provided for all classroom printers.
- Paraprofessional Lab managers will be provided in the elementary and middle/high school to support

classroom activities.

- The student technology program will provide specialized classroom support as requested. *This could be web site research, web page development, special instruction, etc.*

Support resources must always include people. The school district has planned for and budgeted for the following positions to provide technology resource support services:

- The director of technology oversees all technology department services. The director of technology supervises the technology specialist and lab monitors. He also provides programming services, data analysis, professional development, hardware and software evaluation, and other services to support the technology infrastructure.
- The technology specialist coordinates the day-to-day support services. He supervises the help desk, student technology program, provides training, and any other needed services.
- Student technology program provides basic help desk needs for the district. In exchange for class credit and real world experience, students provide technical assistance over the phone and through on site visits. These students also work on projects designed to improve our technology infrastructure and work with individual teachers and classrooms as needed.
- The elementary school lab manager handles routine day-to-day tasks in the elementary computer lab. This lab manager also supports several of the networked software applications used in the elementary lab and supplies some technical support to elementary school teachers and students.
- The middle/high school lab manager handles routine day-to-day tasks in the middle/high school labs and the keyboarding lab. This lab manager also administers our Internet filter, user accounts, disk storage quotas, and supplies some technical support to middle/high school teachers and students.  
*Note: This position was eliminated for the 2004–2005 school year due to state budget reductions.*
- Several teachers on the technology committee receive release time to plan and conduct staff professional development in technology.
- The district occasionally hires current or former students to assist in the deployment of new computers, printers, or other technology equipment. They may also be hired to provide cleaning services for computers, printers, VCR/DVD players, etc.
- The district utilizes an outside repair facility for equipment repairs not performed in-house or covered by warranty.

#### **INCREASE ACCESS**

The school district strives to provide modern high quality technologies to all staff and students. We utilize several assistive technologies such as text readers and scanners, specialized hardware and software. Technology staff attends student IEP planning meetings as needed to assist in the selection of supportive technologies. Computers are provided for student home use when needed. Teachers have access to laptops and other equipment for home use when required.

We are looking at possibly adding a VPN authentication server that would allow staff and potentially students to access school network resources from home.

## TECHNOLOGY SUPPORT

### BUDGET AND TIMETABLE

Much of the school districts technology infrastructure needs have been met through the last two building projects. Each of these projects contributed significantly to technology resources available to the schools. Technology has so far escaped much of the state budget reductions. Two areas that have been eliminated are the middle/high school lab monitor and professional development. These are unfortunate but necessary reductions.

#### Education Technology Plan Budget

Function Titles	2003-04	2004-05	TOTAL
Personnel	150,000	130,000	280,000
Hardware	5,000	5,000	10,000
Software	12,000	20,000	32,000
Networking	0	0	0
Internet Services	6,000	6,000	12,000
Phone/Voice Mail	7,500	15,000	22,500
Infrastructure	0	0	0
Supplies	10,000	10,000	20,000
Replacement	65,000	85,000	150,000
Maintenance	5,000	5,000	10,000
Professional Development	0	0	0
Contracted Technical Services	4,000	4,000	8,000
Support Contracts	12,000	12,000	24,000
Building Project	400,000	0	400,000
<b>Total</b>	<b>676,500</b>	<b>292,000</b>	<b>968,500</b>

#### Timetable

Since our plan does not include any concrete accusations of additional technologies there is no timeline to be presented for acquiring such technologies. Budget planning for the next school year will begin around January at which time reinstatements or additional reductions will be considered. Computer replacement activities will begin in the spring. The only technology professional development activities will take place during one of the five required professional development days.

### COORDINATION OF RESOURCES

Although two community supported building projects initially funded new technologies in the district, the district operating budget is the primary method of funding for continued technology support.

The following outlines current and potential areas of funding:

- District Operating Budget
- Universal Service Fund?
- Teacher Technology Initiative
- Technology Literacy Challenge Fund?
- Other grants?

The school district utilizes resources available through VBISD, K-RESA, BCISD, and other regional educational agencies to support various educational technology activities. These include professional development opportunities, technical support, distance learning activities, and administrative functions.

## TECHNOLOGY FUNDING SOURCES

### EVALUATION PLAN

The evaluation plan identifies who is responsible for each objective and will address resources, schedule, action steps and any obstacles encountered. The technology committee is responsible for monitoring and evaluating each objective in the technology plan. The technology committee meets four times each school year to work on technology planning and evaluation. Major objectives are identified along with evaluation strategies. The actual evaluation process varies depending upon the objective being evaluated. Often feedback from teachers, students, parents or others is used to determine the successful completion of an objective. Sometimes the determination is very subjective and requires additional planning and implementation.

EVALUATION PLAN – School YEAR 2004/2005				
Objective	Accomplishments	Progress Toward Goals	Focus Areas for Improvement	Notes
Expand web site offerings				
Technical support				
Data analysis				
Instructional practices				
Update technology curriculum				
Professional development				
Replace outdated technology				
Distance learning				

### ACCEPTABLE USE POLICY

Gobles Public Schools filters all HTTP Internet access using a proxy based filter. The filtering software blocks both by list and keyword. The blocked lists are updated daily. Log files are generated for both blocked and accessed sites. The log files are reviewed for inappropriate access each week. Access or attempts to access inappropriate sites trigger an investigation. If warranted, evidence is presented to the building principal who contacts the student's legal guardian and applies discipline according to the student handbook. This process meets the requirements of "The Children's Internet Protection Act" (CIPA) for Internet safety.

The district complies with the Family Educational Rights and Privacy Act (FERPA) regarding the disclosure of personally identifiable information and directory information. Furthermore, the acceptable use policy includes guidance on revealing personal information over the Internet.

## **GUIDELINES FOR USE OF COMPUTERS AND THE INTERNET GOBLES PUBLIC SCHOOLS**

The Gobles Public Schools Network (GPSNet) is provided for educational purposes only. Use of GPSNet is a privilege that may be revoked by the administrators of the system at any time for abusive conduct. Such conduct would include, but is not limited to the placing or viewing of unlawful, obscene, abusive or otherwise objectionable information on the system, harassment of others, and the use of obscene, abusive or otherwise objectionable language on the system. Gobles Public Schools will be the sole arbiter of what constitutes obscene, abusive, or objectionable items.

1. The computers, software, and network electronics are to be used for educational purposes. Do not use the computers without a supervising staff member present in the room. Any and all use requires express permission from the supervising staff member. Personal use of the computers should be limited and requires express permission from the supervising staff member.
2. Games are not allowed during school hours. Approved games may be played during non-school hours with express permission from the supervising staff member.
3. User accounts are assigned specifically and uniquely to the person whose name appears on the account. Do not use other people's accounts or allow others to use your account. Keep your account password confidential.
4. Do not download from the local network or Internet or in anyway move, copy or transfer files onto the computer's hard drive, floppy drive or network drive for any reason without express permission from the supervising staff member.
5. Internet access is primarily limited to educational purposes and requires the express permission from the supervising staff member. From time to time, limited high quality self discovery on the Internet may be allowed with express permission from the supervising staff member. Report any and all access to inappropriate content to the supervising staff member immediately.
6. Do not install or use any floppy disk, zip disk, CD-ROM or any other type of removable media without the express permission from the supervising staff member.
7. Do not print any type of document, file, graphic or web page to a local or network printer without the express permission from the supervising staff member. Printing of non-school work should be limited and requires express permission from the supervising staff member.
8. Do not in any way install any software onto the local computer or network drive without express permission from the supervising staff member and the Director of Technology.
9. Each student is allotted a maximum of 10MB of disk space on their network share (Z: drive). Do not exceed your allotted drive space without the express permission from the Director of Technology. Student directories exceeding the maximum allotted size may be deleted without notice.
10. Do not use any messaging or email applications for any reason without the express permission from the supervising staff member. This includes installing any type of instant messaging or notification application.
11. Do not store files or applications on your desktop or in any folders on your desktop. All files are to reside on your network share (Z: drive). You may place shortcuts on your desktop to frequently used files. User profiles exceeding 5MB may be deleted without notice.
12. If there is a question about appropriate use of technology, ask for clarification from the supervising staff member or the Director of Technology prior to use.



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

February 9, 2005

Mr. Tommie Saylor, Superintendent  
Gobles Public Schools  
PO Box 412, 409 North State St.  
Gobles, MI 49055

Dear Mr. Saylor:

Gobles Public Schools has a technology plan that has met the standards and criteria outlined below. This technology plan is valid through June 30, 2007. In the event that legislative changes mandate additional requirements, you will be notified as to the actions your district must take to remain in compliance.

Although the basic structure of your technology plan has been approved, you are reminded that E-rate rules require a level of consistency between technology plans and funding requests that was not subject to review under our approval process.

To qualify as an approved Technology Plan for a Universal Service Fund discount, the plan must meet the following five criteria.

- The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.
- The plan has a professional development strategy to ensure that staff knows how to use the new technologies to improve education or library services.
- The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.
- The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education or library services.
- The plan includes an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Sincerely,

Mary Ann Chartrand, Director  
Grants Coordination  
and School Support

cc Chris Hill  
Van Buren ISD

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